

Six Primary Preparation



By: Mr. Ekramy Ramadan

School: ………………………………………………….

Teacher's name: ………………………………

Grade: Primary Six

Year: 20 /20

Address :
Mobile :
E-mail :

Personal Data

School :
Code :
Id :
Date of Birth :
Religion :
Marital Status :
Nationality :

Job Data

Date of Appointment :
Receipt of work date :
Current job :
Decision No. :
Job history :
Attitude of work :
Subject :
Specialize in the cadre :
Financial class

Qualification

Degree :
:
University :
Faculty :
Major :

Time table

Morning	Afternoon	Days	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
		Saturday								
		Sunday								
		Monday								
		Tuesday								
		Wednesday								
		Thursday								

Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1st Period					
2nd Period					
3rd Period					
4th Period					
5th Period					
6th Period					
7th Period					
8th Period					

Objectives of Teaching English as a foreign Language in The Primary Stage

By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

1- Listening :

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructors - class routine.
- Listen to and understand the time on the hours.

2- Speaking :

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age ...."

3- Reading :

- Identify sound - letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight - read vocabulary in context.

4- Writing :

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



Syllabus Distribution
Plan of Education year
20….. / 20…..

Primary			
Months	**Term**	**Sections**	**Remarks**
September	First Term	**Units**............................	**Time for English Student's book+ work book**
October		**Units**............................	
November		**Units**............................	
December		**Units**............................	
January		**Units**............................	
February	Second Term	**Units**............................	
March		**Units**............................	
April		**Units**............................	
May		**Units**............................	

Teacher ....
Supervisor ....
School manager ....



Content	Topic	Learning outcomes pr6			Strategies	Assessment	evidence
		Listening\speaking	Reading\writing	Grammar			
		Do you remember ?					
Unit1	At the Museum	ask about museum hours, entrance fees & exhibits over the telephone ask about past locations identify speakers in a conversation	read a historical narrative vocabulary: public buildings & structures	prepositions of location Yes / No questions with was	*playing roles *presenting new words *chants	work book exercise * tests *oral question *written question *	*Ss`books *CD *note-book *words cards
Unit2	In the Restaurant	order food in a restaurant express quantities of food & drink ,identify speakers in a conversation	read a restaurant review vocabulary: food and drink	food quantities Wh- questions with How much / many	* self learning * learning by a story *chants	work book exercise * tests *oral question *written question *	*Ss`books *CD *note-book *words cards
Unit3	Daily Activities	shop for a pie at a bakery express activities in the past identify speakers in a conversation	read a short story vocabulary: daily activities	emphatic pronouns (by myself, himself, herself, yourself, yourselves, themselves, ourselves) simple past, affirmative & negative statements	* pair work * a game * chants	work book exercise * tests *oral question *written question *	*Ss`books *CD *note-book *words cards
Unit 4	Visiting a Film Studio	make a telephone call/ leave a message /exchange information about the frequency of activities in the present identify speakers in a conversation	read a postcard vocabulary: activities	adverbs of frequency (always, usually, often ,never sometimes, hardly ever) yes / no questions with do and does	*playing roles *presenting new words *chants	work book exercise * tests *oral question *written question *	*Ss`books *CD *note-book *words cards
Unit5	In Town	talk about the weather inquire after family ask about the frequency of actions identify speakers in aconversation	read a newspaper advice column vocabulary: activities	adverbial phrases of frequency (once a day, twice a week, three times a month) Wh- questions with how often	*self learning *playing roles *chants	work book exercise * tests *oral question *written question *	*Ss`books *CD *note-book *words cards
Review		participate in a conversation identify meaning of a conversation	recognize and produce words (vocabulary)				



Date	class	period	The title	Unit	lesson	page
			Places we go	1	1	1
Review	Where can we have meals?		Where can you buy the bread?			
Warm Up	I will warm my students up by revising the words and sentences from last year.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : 1-ask about a museum's hours, entrance fees, and exhibitions over the telephone. 2- Identify the speakers in a conversation.	Students ' book Page 1 Workbook page 1 The board C D Picture cards	New words How much – hour- cost – museum- mummy room- Foreigners- free- kids under five New structures Ask about museum's hours.	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 1 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get some pupils to act the conversation I will get them to work in groups to answer the work book page1.	Where is the museum? What does the boy want? When does the museum open? The work book page 1	
Home assignment	Complete the workbook page 1 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Places we go	1	2	2
Review	What are your hours?		How much does it cost to get in?			
Warm Up	I will warm my students up by revising the conversation from the previous lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : *identify new words "public buildings and structures" * read the new words	Students ' book Page 2 Workbook page 2 The board C D Picture cards	New words Public buildings and structures (school, library, barber's shop, bank, hotel, train station, post office, pavement, bridge, theatre) New structures Buildings.	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 2 I will teach the new words using cards, I will write the words on the board. I will get them to read and repeat them many times. I will say the word and get them to point to the picture. I will get them to play in groups to answer the work book page 2	Where are we now? Where do you go after school? Where can we read books? The work book page 2	
Home assignment	Complete the workbook page 2 at home and revise the words and sentences.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Places we go	1	3	3
Review	Where can we get money?		Where can we read books?			
Warm Up	I will warm my students up by revising the places from the last lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : * identify prepositions of location * use Yes/No questions with was * ask about past location	Students ' book Page 3 Workbook page 3 The board C D Picture cards	New words of Prepositions location (beside, behind, across from, in front of, near, above) Yes/No questions with was [Was there New structures Asking about past location	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 3 I will get them to read the question, was there a bank near the school? I will get them to remember the tense and answer it, and then I will write the answer on the board. I will show a picture (A hotel is beside the bank) Saying where is the bank? and get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture using the prepositions. They will work in groups to answer the work book page 3	Was there a bank near your school? Were there trees behind your house? Where was the theatre? The workbook page 3	
Home assignment	Complete the workbook page 3 at home and revise the words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			Places we go	1 4 4
Review	Was there a hotel near the bank?		Where can we get a haircut?	
Warm Up	I will warm my students up by revising asking question with was in the past form about the location.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : practise Prepositions of location - ask Yes/No questions with was - ask about past location.	Students ' book Page 4 Workbook page 4 The board C D Picture cards	New words Prepositions of location. (revising) New structures Ask about past location.	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 4 I will write the prepositions on the board, and revise them then get them to play in pairs to ask and answer about each picture using the prepositions of location. I will give help if they need that. I will get them to play in groups to answer the workbook page 4	Was there a school beside the zoo? Where is the train station? Where is your house? The workbook page 4	
Home assignment	Complete the workbook page 4 at home and revise the words and prepositions.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			Places we go	1 5 5
Review	What did she do by herself?		Where can you buy the groceries?	
Warm Up	I will warm my students up by revising the words and sentences from last lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : read a historical narrative - learn historical facts about ice cream	Students ' book Page 5 Workbook page 5 The board C D Picture cards	New words History- first-invent – churn-cone- factory-flavor – dessert-pickles- vanilla-chocolate - grocery store New structures .	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 5 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get them to work in groups To answer the questions under the text They will work in groups to answer the work book page 5.	Who invented ice cream? Where can we buy ice-cream? What is your favourite flavour? The work book page 5	
Home assignment	Complete the workbook page 5 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Places we go	1	6	6
Review	Where can we buy ice-cream?		Where is the library?			
Warm Up	I will warm my students up by revising the words from the previous lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : * Personalize location language * revise the previously learnt items.	Students ' book Page 6 Workbook page 6 The board C D Picture cards	New words Revise the previously learnt items New structures Past tense Asking about past location.	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 6 I will get them to listen to the question and write its answer. I will get them to answer the choose questions and I will check the answers. I will get them to play in groups to answer the work book page 6	Was there a bank near the hotel? Did you go to the cinema yesterday? Where is the theatre? The work book page 6	
Home assignment	Complete the workbook page 6 at home and revise the words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			In the restaurant	2	1	7
Review	Where can we have meals?		What's your favourite food?			
Warm Up	I will warm my students up by revising the words and sentences from unit 1.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : * Order food in a restaurant * identify the speakers in a conversation	Students ' book Page 7 Workbook page 7 The board C D Picture cards	New words Ready –order- steak – rare- medium – well done- waiter – menu waitress- salad- baked potatoes- spaghetti- meatballs- delicious. New structures Ordering food in a restaurant.	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 7 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get some pupils to act the conversation I will get them to work in groups to answer the work book page 7.	What does the man want? What does the woman order? What is today's special? The work book page 7	
Home assignment	Complete the workbook page 7 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			In the restaurant	2 2 8
Review	What did the man take?		What 's today's special?	
Warm Up	I will warm my students up by revising the conversation from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : * identify new words " Food and drink " * read the new words * describe a scene.	Students ' book Page 8 Workbook page 8 The board C D Picture cards	New words Food and drink (water, lemonade, roast beef, roast turkey, chicken soup, fruit salad, orange juice, coffee, bread, apple pie) New structures .	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 8 I will ask them about the food they know in English. I will teach the new words using cards, I will write the sentences on the board. I will get them to read and repeat them many times. I will say the word and get them to point to the picture. I will get them to play in groups to answer the work book page 8	What do you like to eat? What is your favourite food? Where can we have meals? The work book page 8	
Home assignment	Complete the workbook page 8 at home and revise the words and sentences.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			In the restaurant	2	3	9
Review	Do you like salad?		What is your favourite food?			
Warm Up	I will warm my students up by revising the sentences from the last lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : * identify food quantities - use Wh- questions with how much/many - express quantities of food and drink	Students ' book Page 9. Workbook page 9. The board C D Picture cards	New words Food quantities (a bottle of water, a can of lemonade, a slice of turkey, a piece of apple pie, a bowl of chicken soup, a glass of orange juice, a cup of coffee, a loaf of bread). New structures Adverbs	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 9. I will get them to read the question, How many girls can you see? I will get them to remember the tense and answer it, and then I will write How much tea do you want? I will show a picture (tea) I will get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture using how much/ how many. They will work in groups to answer the work book page 9.	How many cups of tea do you want? How much lemonade do you have? How much tea does she have? The workbook page 9.	
Home assignment	Complete the workbook page 9 at home and revise the words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	

Date	class	period	The title	Unit lesson page
			In the restaurant	2 4 10
Review	How many cups of tea do you have?		How much orange juice does he have?	
Warm Up	I will warm my students up by revising asking question with How many/much in the present form.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : - practise wh-questions with how much/many - express quantities of food and drink	Students ' book Page 10. Workbook page 10. The board C D Picture cards	New words Containers (can – cup – glass- slice- bowl – loaf – piece) (revising) New structures Quantities of food.	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 10. I will write the containers on the board, and revise them then get them to play in pairs to ask and answer about each picture using the suitable containers. I will give help if they need that. I will get them to play in groups to answer the workbook page 10.	How many loaves of bread do you have? How much chicken soup does she have? The workbook page 10.	
Home assignment	Complete the workbook page 10 at home and revise the words and verbs.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			In the restaurant	2	5	11
Review	How many pieces of apple pie do you eat?		Where can we get meals?			
Warm Up	I will warm my students up by revising the words and sentences from last lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : read a restaurant review .	Students ' book Page 11. Workbook page 11. The board c C D Picture cards	New words New - menu downtown Real - best A.M / P.M. Italian - owner Chef - price Serve – cook New structures .	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 11. I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get them to work in groups To answer the questions under the text They will work in groups to answer the work book page 11.	Where did they go for lunch? What did they eat? How many cups of coffee do you have? The work book page 11.	
Home assignment	Complete the workbook page 11 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			In the restaurant	2 6 12
Review	How much bread do you have?		How many glasses of juice do you want?	
Warm Up	I will warm my students up by revising the words from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : *Personalize food and quantity language * revise the previously learnt item	Students ' book Page 12 Workbook page 12. The board C D Picture cards	New words Revise the previously learnt items New structures Quantities of food.	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 12. I will get them to listen to the question and write its answer. I will get them to answer the choose questions and I will check the answers. I will get them to play in groups to answer the work book page 12.	What do you want to eat? Do you go to the restaurant? How many cups of coffee do you want? The work book page 12	
Home assignment	Complete the workbook page 12 at home and revise the words .					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Daily activities	3	1	13
Review	Where can we have meals?		Where can you buy the bread?			
Warm Up	I will warm my students up by revising the words and sentences from unit 2.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : 1- Shop for a pie at a bakery. 2- Identify the speaker in a conversation.	Students ' book Page 13 Workbook page 13 The board C D Picture cards	New words Pie – each – fresh- too expensive – cheap - cherry New structures Shopping for a pie in a bakery.	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 13 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get some pupils to act the conversation I will get them to work in groups to answer the work book page13.	Where is the man? What did he want? What kind of pie did he buy? The work book page 13	
Home assignment	Complete the workbook page 13 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	

Date	class	period	The title	Unit lesson page
			Daily activities	3 2 14
Review	What did the man buy?		Do you like pies?	
Warm Up	I will warm my students up by revising the conversation from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : 1- identify new words daily activities 2- Read the new words	Students ' book Page 14 Workbook page 14 The board C D Picture cards	New words Go to school- go to the dentist- do laundry Iron a shirt Etc. New structures Daily activities	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 14 I will teach the new sentences using cards, I will write the sentences on the board. I will get them to read and repeat them many times. I will say the sentence and get them to point to the picture. I will get them to play in groups to answer the work book page 14	What can you do everyday? Did you do laundry? Who can iron clothes? The work book page 14	
Home assignment	Complete the workbook page 14 at home and revise the words and sentences.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			Daily activities	3 3 15
Review	Did you iron a shirt?		What did you do yesterday?	
Warm Up	I will warm my students up by revising the sentences from the last lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : 1- Identify emphatic pronouns 2- Use simple past affirmative and negative sentences. 3- Express activities in the past	Students ' book Page 15 Workbook page 15 The board C D Picture cards	New words Myself- himself – herself- your self- yourselves Ourselves- themselves New structures Emphatic pronouns	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 15 I will get them to read the question, did you play yesterday? I will get them to remember the tense and answer it, and then I will write what did he do? I will show a picture (walk to school) I will get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture using the emphatic pronouns. They will work in groups to answer the work book page15	What did she do by herself? What did they do by themselves? What did you do by yourself? The workbook page 15	
Home assignment	Complete the workbook page 15 at home and revise the words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			Daily activities	3 4 16
Review	What did she do?		Did she hang up the clothes?	
Warm Up	I will warm my students up by revising asking question with did in the past form.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : 1-Practice emphatic pronouns. 2-Practice simple past affirmative and negative sentences. 3-Express activities in the past	Students ' book Page 16 Workbook page 16 The board C D Picture cards	New words Emphatic pronouns (revising) New structures . Expressing activities in the past	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 16 I will write the pronouns on the board, and revise them then get them to play in pairs to ask and answer about each picture using the emphatic pronouns. I will give help if they need that. I will get them to play in groups to answer the workbook page 16	What did she do by herself? What did Ali do by himself? The workbook page16	
Home assignment	Complete the workbook page 16 at home and revise the words and verbs.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Daily activities	3	5	17
Review	What did she do by herself?		Where can you buy the groceries?			
Warm Up	I will warm my students up by revising the words and sentences from last lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Read a short story.	Students ' book Page 17 Workbook page 17 The board C D Picture cards	New words Supermarket- grocery list- arrive- forgot- paid for- check out – trolley- leave New structures Reading a short story.	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 17 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get them to work in groups To answer the questions under the text They will work in groups to answer the work book page17.	Where did Ramy go? What did he forget? Is he a good boy? The work book page 17	
Home assignment	Complete the workbook page 17 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			Daily activities	3 6 18
Review	What did Ramy forget at the supermarket?		Where did Ramy go to buy groceries?	
Warm Up	I will warm my students up by revising the words from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Personality daily activities language Revise the previously learnt items.	Students ' book Page 18 Workbook page 18 The board C D Picture cards	New words Revise the previously learnt items New structures Past tense	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 18 I will get them to listen to the question and write its answer. I will get them to answer the choose questions and I will check the answers. I will get them to play in groups to answer the work book page 18	What can you do by yourself? Did you go to the cinema? What did they do by themselves? The work book page 18	
Home assignment	Complete the workbook page 18 at home and revise the words .					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Visiting a film studio	4	1	19
Review	Where can we have meals?		Where can you buy the groceries?			
Warm Up	I will warm my students up by revising the words and sentences from unit 3.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Make a telephone call and leave a message. Identify the speakers in a conversation.	Students ' book Page 19 Workbook page 19 The board C D Picture cards	New words In right- late – lunch- message- take – give – got it- What is your number? Call . New structures Make a telephone call.	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 19 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get some pupils to act the conversation I will get them to work in groups to answer the work book page19.	What is the man doing? What did the woman want? Did she speak to Ahmed? The work book page 19	
Home assignment	Complete the workbook page 19 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			Visiting a film studio	4 2 20
Review	What did the man take?		Do you have a phone?	
Warm Up	I will warm my students up by revising the conversation from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : identify new words **activities** Read the new words **Describe a scene**	Students ' book Page 20 Workbook page 20 The board C D Picture cards	New words Wear a wig- put on make –up - get a sunburn Drive a sports car Etc. New structures Activities	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 20 I will teach the new sentences using cards, I will write the sentences on the board. I will get them to read and repeat them many times. I will say the sentence and get them to point to the picture. I will get them to play in groups to answer the work book page 20	What do you do every day? Did you wear a wig? Who can drive cars? The work book page 20	
Home assignment	Complete the workbook page 20 at home and revise the words and sentences.					
Self-evaluation	1-Objectives Achieved			2- Time management good	3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Visiting a film studio	4	3	21
Review	Did you get sunburn?		What did you do yesterday?			
Warm Up	I will warm my students up by revising the sentences from the last lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Identify adverbs of frequency Ask yes – No questions with Do Exchange information about the frequency of activities in the present	Students ' book Page 21 Workbook page 21 The board C D Picture cards	New words Adverbs: always – never – sometimes- usually- often – hardly ever New structures Adverbs	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 21 I will get them to read the question, Do you play football? I will get them to remember the tense and answer it, and then I will write what does he do? I will show a picture (get sunburn) I will get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture using the adverbs. They will work in groups to answer the work book page21	What does she do? What do they do? What do you do? The workbook page 21	
Home assignment	Complete the workbook page 21 at home and revise the words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Visiting a film studio	4	4	22
Review	What does she do?		How often do you play football?			
Warm Up	I will warm my students up by revising asking question with do/does in the present form.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Practice adverbs of frequency. -Practice yes/ No questions with do / does. Exchange information about the frequency of activities in the present	Students ' book Page 22 Workbook page 22 The board C D Picture cards	New words Emphatic pronouns (revising) New structures . Expressing activities in the past	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 22 I will write the adverbs on the board, and revise them then get them to play in pairs to ask and answer about each picture using the adverbs. I will give help if they need that. I will get them to play in groups to answer the workbook page 22	What does she do? How often do they wear a wig? The workbook page22	
Home assignment	Complete the workbook page 22 at home and revise the words and verbs.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			Visiting a film studio	4	5	23
Review	What does she do?		Where will you go tonight?			
Warm Up	I will warm my students up by revising the words and sentences from last lesson.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Read a postcard.	Students ' book Page 23 Workbook page 23 The board c C D Picture cards	New words Film star – rehearse – actor- actress – adventure – citadel- tonight- wait New structures Reading a postcard.	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 23 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get them to work in groups To answer the questions under the text They will work in groups to answer the work book page23.	Where did they go in the afternoon? What does he watch? Where will they go tonight? The work book page 23	
Home assignment	Complete the workbook page 23 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			Visiting a film studio	4 6 24
Review	What does Ramy do in the morning?		Where do you go on holidays?	
Warm Up	I will warm my students up by revising the words from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Personalize language related to frequency and activities Revise the previously learnt items.	Students ' book Page 24 Workbook page 24 The board C D Picture cards	New words Revise the previously learnt items New structures Frequency activities	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 24 I will get them to listen to the question and write its answer. I will get them to answer the choose questions and I will check the answers. I will get them to play in groups to answer the work book page 24	What do you do every day ? Do you go to the cinema? What do they do? The work book page 24	
Home assignment	Complete the workbook page 24 at home and revise the words .					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit	lesson	page
			In town	5	1	25
Review	Where is the man sitting?		What is the weather like today?			
Warm Up	I will warm my students up by revising the words and sentences from unit 4.					

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : *Talk about the weather. *inquire after family. *Identify the speakers in a conversation.	Students ' book Page 25 Workbook page 25 The board C D Picture cards	New words Flu- get better- had better- cold- windy- hot- cloudy- rain – have a seat – start- degrees New structures Describe the weather.	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 25 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get some pupils to act the conversation I will get them to work in groups to answer the work book page 25.	Where is the man? What does he do? What is the weather like? The work book page 25	
Home assignment	Complete the workbook page 25 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			In town	5 2 26
Review	What does the man do?		How is your family?	
Warm Up	I will warm my students up by revising the conversation from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : *identify new words (activities). *Read the new words *Describe a scene.	Students ' book Page 26 Workbook page 26 The board C D Picture cards	New words Feed the birds- read a newspaper – take medicine- meet a friend – give a speech- visit a museum. New structures activities	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 26 I will teach the new sentences using cards, I will write the sentences on the board. I will get them to read and repeat them many times. I will say the sentence and get them to point to the picture. I will get them to play in groups to answer the work book page 26	What can you do every day? Are you going to take medicine? How does he visit a museum? The work book page 26	
Home assignment	Complete the workbook page 26 at home and revise the words and sentences.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			In town	5 3 27
Review	Where was Mr. Kamal sitting?		What do you do in town?	
Warm Up	I will warm my students up by revising the sentences from the last lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Identify adverbial phrases of frequency. Ask wh – questions with how often. Ask about frequency of actions.	Students ' book Page 27 Workbook page 27 The board C D Picture cards	New words Once a day – twice a month – three times a year, etc. New structures Asking and answering with how often.	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 27 I will get them to read the question, How often do you play? I will get them to read the question and answer it, and then I will write how often does he take medicine? I will show a picture (take medicine) I will get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture using the adverbial of frequency. They will work in groups to answer the work book page 27	How often does she feed the birds? How often do they take the underground? How often do you take medicine? The workbook page 27	
Home assignment	Complete the workbook page 27 at home and revise the words.					
Self-evaluation	1-Objectives Achieved			2- Time management good	3- Steps Covered	



Date	class	period	The title	Unit lesson page
			In town	5 4 28
Review	How often does she feed the birds?		How often do you visit the museum?	
Warm Up	I will warm my students up by revising asking question with do/does in the present simple tense.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Practice adverbial phrases of frequency. 2-Practice wh questions with how often 3-ask about the frequency of actions.	Students ' book Page 28 Workbook page 28 The board C D Picture cards	New words adverbial phrases of frequency (revising) New structures adverbial phrases of frequency	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 28 I will write the words on the board, and revise them then get them to play in pairs to ask and answer about each picture using the adverbial phrases of frequency , with how often I will give help if they need that. I will get them to play in groups to answer the workbook page 28	How often does she give a speech? How often does Ali take a bus? The workbook page28	
Home assignment	Complete the workbook page 28 at home and revise the words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			In town	5 5 29
Review	What will she do tonight?		Where will you go tomorrow?	
Warm Up	I will warm my students up by revising the words and sentences from the last lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Read a newspaper advice column. Use the present simple tense.	Students ' book Page 29 Workbook page 29 The board C D Picture cards	New words Pest – bother-follow – crazy-without- asking-patient- fair-spend – grow up New structures .	*Brain storming *Problem solving *Cooperative learning *Self-learning	Open the book page 29 I will teach the new words, by writing them on the board and express meaning. I will get the pupils to listen to the text, I will ask them about what can they see in the picture. I will get them to listen again and repeat. I will get them to work in groups To answer the questions under the text They will work in groups to answer the work book page 29.	Who wrote the message? What is Sara's problem? Who is older Sara or her brother? The work book page 29	
Home assignment	Complete the workbook page 29 at home and revise the new words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	



Date	class	period	The title	Unit lesson page
			In town	5 6 30
Review	How often does she take medicine?		What does Sara's brother do to bother her?	
Warm Up	I will warm my students up by revising the words from the previous lesson.			

Learning objectives	Teaching aids	Content	Teaching strategies	Procedures	Assessment	time
By the end of the lesson the student will be able to : Personality activities and frequency language Revise the previously learnt items.	Students ' book Page 30 Workbook page 30 The board C D Picture cards	New words Revise the previously learnt items New structures -Present simple tense -Revise future simple.	*Brain storming *Problem solving *Cooperative learning *Self-learning	I will get them to open the book page 30 I will get them to listen to the question and write its answer. I will get them to answer the choose questions and I will check the answers. I will get them to play in groups to answer the work book page 30	What do you do every day? How often does he go to the cinema? What will they do tomorrow? The work book page 30	
Home assignment	Complete the workbook page 30 at home and revise the words.					
Self-evaluation	1-Objectives Achieved		2- Time management good		3- Steps Covered	

